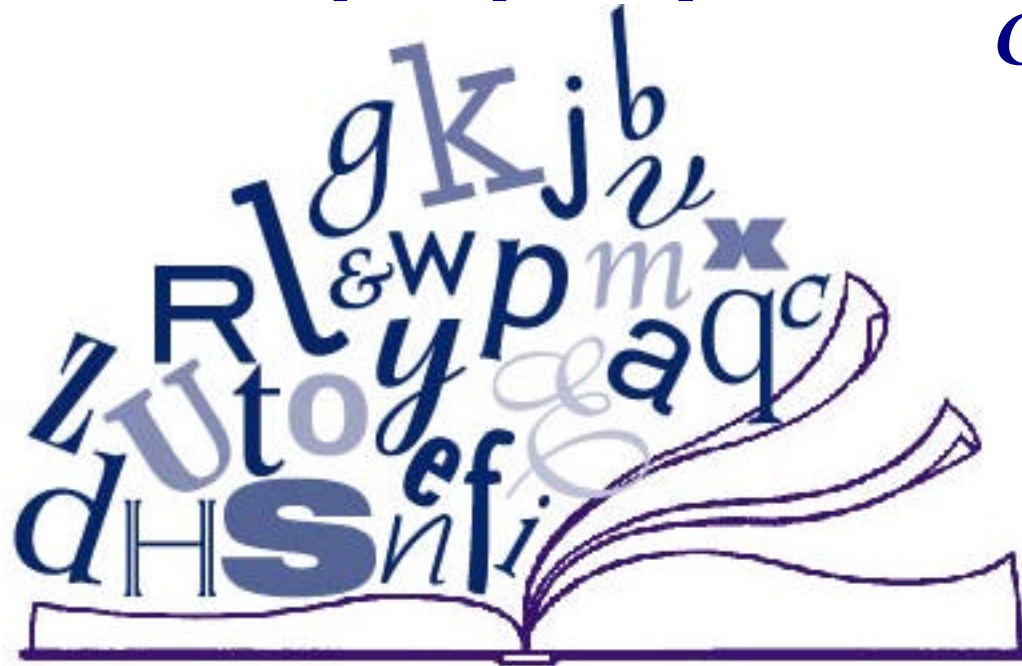


ENGLISH

*Standards of Learning
Sample Scope & Sequence*

Grade 7



Commonwealth of Virginia
Department of Education
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Grade 7 English Standards of Learning Sample Scope and Sequence

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The *English Standards of Learning Sample Scope and Sequence* can be found in a PDF and Word file format on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

The *English Standards of Learning Teacher Resource Guide* can be found in a PDF and Word file format on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Grade 7 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade 7 English Standards of Learning Sample Scope and Sequence

Introduction

The effective instruction of speaking, listening, reading, and writing improves all students' ability to understand and produce a variety of texts. Effective planning for reading and language arts requires frequent formal and informal assessments of all students. Knowing each student's instructional reading level, and each student's strengths and weaknesses with writing is also beneficial to planning for instruction. Effective planning balances direct instruction of skills and strategies with engaging daily opportunities for speaking, listening, reading and writing for all students, regardless of their skill level. Frequent modeling and the use of interactive small groups is also very effective at the middle school level.

This sample middle school scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standard of Learning in the Teacher Resource Guide. It is not intended to be a complete list of all the lessons that need to be taught and mastered during the middle school years, but instead organizes the key skills and processes around broad English concepts of oral language, vocabulary development, poetry, reading, writing, and research. It is essential that these topics not be isolated from each other but rather taught concurrently and repeatedly throughout the year across genres and content areas. A direct and systematic approach to teaching is recommended for all students as they improve their proficiency with speaking, listening, reading, writing, and use of media.

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Sixth Fall Semester	Sixth Spring Semester	Seventh Fall Semester	Seventh Spring Semester	Eighth Fall Semester	Eighth Spring Semester
Oral Language	6.1a-d 6.2a-c 6.5d-f 6.8a,b,e,f	6.1a-d 6.2 a-c 6.5 d-f 6.8a,b,e,f	7.1a-d 7.2a-c 7.3b	7.1a-d 7.2a-c 7.3a 7.6e	8.1a-d	8.1a-d
	—————→					
Vocabulary Development	6.3a-b 6.5c 6.9	6.3 a-b 6.5c 6.7c 6.9	7.4 7.1b	7.4 7.7b 7.10b	8.2	8.2
	—————→					
Poetry	6.1a 6.4b,d 6.5f 6.6a-c	6.1a 6.4b,d 6.5f 6.6a-c 6.7c	7.4 7.5b-c 7.7a-e	7.4 7.5b-c 7.7a-e	8.3a-f	8.3a-f
	—————→					
Reading/ Literature	6.4a-e 6.5a-f	6.4a-e 6.5a-f	7.5a-d 7.6a-e	7.5a-d 7.6a-e	8.3a-f 8.4a-d	8.3a-f 8.4a-d
	—————→					
Writing	6.7a-g 6.8a-f	6.7a-g 6.8a-f	7.8a-h 7.9	7.8a-h 7.9 7.10b-c	8.5a-h	8.5a-h
	—————→					
Research	6.9	6.9	7.10a-d	7.10a-d	8.6a-c	8.6a-c
	—————→					

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language Students should continue to improve speaking and listening skills in large and small groups. Attention should be paid to verbal and nonverbal behaviors. Introduction of the media and its impact on consumers should be included.	Students are expected to:			<i>English SOL Teacher Resource Guide</i>
	Contribute relevant ideas, opinions, and feelings in large and small groups.	7.1a-d	<ul style="list-style-type: none"> Opinion proof sheets Rubric for oral presentation 	
	Organize and synthesize information to prepare for oral and/or written presentations using file cards, jot charts, outlines, and graphic organizers.	7.6e	<ul style="list-style-type: none"> Self-evaluation checklists 	
	Use facial expressions, gestures or motions, and posture to add to what is being said.	7.1a, 7.2b	<ul style="list-style-type: none"> Partner-evaluation checklists 	
	Exhibit confidence through posture and stance when speaking.	7.2b	<ul style="list-style-type: none"> Video tape of student presentation 	
	Identify whether or not a nonverbal message complements the spoken message.	7.1a, 7.2a,b	<ul style="list-style-type: none"> Observation checklists 	
	Offer or seek summary statements.	7.1b	<ul style="list-style-type: none"> Book talks 	
	Select vocabulary and style with audience in mind.	7.1a, 7.2a	<ul style="list-style-type: none"> Verbal summaries of group discussions 	
	Match vocabulary and volume to the audience purpose, and topic of the message.	7.1a, 7.2a	<ul style="list-style-type: none"> Write self-reflection/evaluation of role in groups 	
	State points clearly and directly.	7.1a, 7.2a		
	Focus discussion.	7.1c	<ul style="list-style-type: none"> Submit graphic organizers as part of the presentation 	

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (cont'd)	Ask questions in order to encourage discussion and foster understanding.	7.1c	<ul style="list-style-type: none"> ▪ Prepare speech on same topic for two different audiences and vary the word choice to suit the audience ▪ Formulate and/or write open-ended questions ▪ Identify and evaluate persuasive techniques in television/radio commercials, and political debates and speeches ▪ Write and present editorials and/or advertisements using persuasive techniques ▪ Distinguish fact from opinion in commercials and speeches 	
	Identify persuasive techniques such as bandwagon, testimonial, emotional appeal, plain folks, cause-effect and connotative language.	7.3a		
	Identify facts and opinions in mass media messages.	7.3b		
	Provide feedback to other group members.	7.1 d, 7.2c		

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (cont'd)			<ul style="list-style-type: none"> ▪ Evaluate with a rubric or checklist verbal and nonverbal cues of speakers including teacher, guests, peers, and video ▪ Evaluate impromptu speeches with rubric or checklists 	

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Vocabulary Development Students should identify and use figurative language in reading and writing.	Students are expected to:			
	Recognize, understand, and use analogies – two pairs of words related in the same way.	7.4	<ul style="list-style-type: none"> ▪ Identify figurative language in lyrics, poetry, cartoons, picture books, and other selections ▪ Write analogies, similes, and metaphors in large group, small group and individual work ▪ Write poems containing similes and metaphors ▪ Apply figurative language in student writing ▪ Use figurative language to enhance the written expression domain ▪ Word sorts using figurative language ▪ Graphic organizers 	<ul style="list-style-type: none"> ▪ <i>NCS Mentor for Virginia</i> ▪ <i>English SOL Teachers Resource Guide</i>
	Recognize, understand, and use idioms – expressions that cannot be understood from their literal definitions and are unique to a language.	7.4		
	Recognize, understand, and use similes – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons.	7.4		
	Recognize, understand, and use metaphors – figures of speech in which the comparison is implied.	7.4		
	Identify poetic elements such as metaphor, simile, jargon, and multiple meanings.	7.7b		
	Use a thesaurus effectively.	7.10b		

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Poetry The study of poetry continues as imagery and other poetic features are analyzed. It is important to stress that the overall effect of the poem is more than merely the sum of its features.	Students are expected to:			
	Read a variety of poetry.	7.7a-e		
	Know the difference between the poet and the speaker in a poem.	7.7a		
	Identify poetic elements including metaphor, simile, line structure and punctuation, stanzas, couplets, quatrains, jargon, multiple meanings, end stop and run-on lines, imagery, and sound elements (rhythm, rhyme, dialect, alliteration, assonance, consonance, and onomatopoeia).	7.4, 7.7b	<ul style="list-style-type: none"> Identify figurative language in poetry and lyrics Analyze lyrics of songs to identify poetic features Rewrite prose as poetry Compile an annotated glossary of poetic devices featuring definition, classic example, and student written example 	<i>Interactive Reading</i> http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html
	Identify the stressed and unstressed beats in metered verse.	7.7c,d		
	Discuss how rhythm and line length are chosen to convey the mood, tone, and/or theme of the poem.	7.7c		
	Compare and contrast poetry with attention to rhythm, mood, speaker, theme, and poet.	7.7 e	<ul style="list-style-type: none"> Compile a book of original poetry 	
	Discuss how all the elements in a poem blend to create an overall effect, theme, mood, or memorable impression on the reader.	7.7a-e	<ul style="list-style-type: none"> Compare and contrast two poems focussing on imagery, figurative language, and/or symbolic devices 	

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Poetry (cont'd)			<ul style="list-style-type: none"> ▪ Alter the story of a nursery rhyme using the same rhyme and rhythm ▪ Imitate or parody a poem ▪ Submit poetry for publication ▪ Keep a poetry response journal or log ▪ Collect poems on a similar theme and analyze their common features ▪ Summarize poems by stanza or as a whole 	

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature Students should read and comprehend a variety of literature: classic and recent, fiction and nonfiction, historic and modern. Students should continue to read across the curriculum and sample the newspaper. Direct instruction in the analysis of narrative and expository text is essential as well as opportunities to compare features across genres.	Students are expected to:			
	Read a variety of fiction, non-fiction, and poetry.	7.5a-d	<ul style="list-style-type: none"> ▪ Read newspaper leads and analyze for sensationalism and bias ▪ Identify the bias or slant of the local op/ed page ▪ Write a review, an op/ed piece, or a news article with attention toward swaying opinion ▪ Distinguish facts and opinions found in newspaper articles and other text and make lists of these ▪ Tell and write summaries of both fiction and nonfiction 	<ul style="list-style-type: none"> ▪ <i>Interactive Reading</i> http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html ▪ <i>English SOL Teacher Resource Guide</i> ▪ <i>Teaching Reading in the Content Areas: A Resource Notebook for Reading Instruction in Content Classes Grades 4-8</i>
	Activate prior knowledge before reading.	7.6a,b		
	Make predictions prior to reading a selection.	7.6a,b		
	Use internal and external text structures to enhance text comprehension.	7.5a, 7.6a		
	Understand internal text structures such as: cause and effect, compare and contrast, enumeration, sequential or chronological, definitions, and descriptions.	7.5a, 7.6a		
	Understand external text structures such as italics, bold print, underlining, indentation, sidebars, illustrations/graphics, and heading/subheadings.	7.6 a		
	Understand elements of plot development including: setting, initiating event, conflicts, problems, rising action, climax, falling action, resolution, and theme.	7.5 a		
	Identify conflicts as individual vs. another individual, nature, self, supernatural, or technology.	7.5 a		

Grade 7 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)	Confirm or revise predictions while reading.	7.6b	<ul style="list-style-type: none"> ▪ Use graphic organizers to represent visually internal text structures such as comparison/contrast, enumeration, sequential/chronological ▪ Story maps ▪ Metacognitive Survey (Miholic) ▪ Question Answer Relationship ▪ Compare modern fiction to that of other periods ▪ Investigate an author and his or her works ▪ Create a monologue in the point of view of the protagonist or antagonist 	
	Understand and analyze elements of an author's style including word choice, sentence structure, tone and voice, use of literary devices, language patterns, imagery, and figurative language.	7.5a		
	Discuss and write about an author's use of style to achieve an impact on the reader.	7.5b,d		
	Differentiate among elements of various genres including short story, novel, poetry, drama, and nonfiction.	7.6a		
	Distinguish fact from opinion in print.	7.6c		
	Use prior knowledge of historical events to interpret a piece of literature.	7.5c		
	Describe how a piece of literature is a reflection of a culture.	6.5b,c		
	Understand the importance of word choice in newspaper and magazine articles and critical reviews by understanding: loaded language, advertising techniques, emotional and logical appeals, and bias.	7.5d		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)	Infer and/or draw conclusions about the theme or author's message based on reading, discussion, and analysis of text.	7.5a-d	<ul style="list-style-type: none"> ▪ Semantic Feature Analysis ▪ Transform and rewrite a text by changing a literary feature such as genre, point of view, setting, or resolution ▪ Submit cards or graphic organizers as part of the presentation or paper 	
	Organize and synthesize information to prepare for oral and/or written presentations using file cards, jot charts, outlines, and graphic organizers.	7.6e		
	Summarize what is read.	7.6d		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing Students should write daily and work through all the stages of the writing process at least once a month. Students should work with the rubrics included in <i>NCS Mentor for Virginia</i> as they improve their composing, written expression, and usage and mechanics skills.	Students are expected to:			<i>NCS Mentor for Virginia</i>
	Understand and use a variety of prewriting techniques such as brainstorming, webbing, mapping, outlining, clustering, listing, and graphic organizers.	7.8a	<ul style="list-style-type: none"> Generate prewriting lists, webs/maps, clusters, or graphic organizers 	
	Use available software for prewriting.	7.8a,h, 7.9a	<ul style="list-style-type: none"> Complete and improve graphic organizers prepared by the teacher 	
	Understand and use the elements of composing to write and revise compositions with attention to central idea, elaboration, unity, and organization.	7.10a,c, 7.8b-d	<ul style="list-style-type: none"> Use rubrics for prewriting, revision, and evaluation of final copy by peers, self, and teacher 	
	Draft a document, using a word processor.	7.8h, 7.9	<ul style="list-style-type: none"> Identify features such as central idea, transitions, supporting details and/or figurative language in writing models by published authors, peers and self 	
	Understand and use the elements of written expression to write and revise compositions with attention to voice, tone, selected information, embedding phrases and clauses within sentences to clarify meaning, vivid and precise vocabulary, figurative language, and sentence variety.	7.8b-d		
	Understand that revision includes rereading, reflecting, rethinking, and rewriting a drafted piece to make it better.	7.8b-e		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)	Understand and apply information for the sentence formation, usage, and mechanics eighth-grade skills list which appears on page MS-38 on the <i>English Standards of Learning Teacher Resource Guide</i> .	7.8f,g, 7.9 a	<ul style="list-style-type: none"> ▪ Compare and contrast two drafts to identify and articulate the features altered for improvement ▪ Practice writing topic and/or closing sentences in whole group, small group and individual writing ▪ Team writing assignments ▪ Identify vocabulary that contributes to tone and voice in published pieces ▪ Identify and list specific vocabulary to replace overused words 	
	Use the word processing program's tools to edit and revise including spell check, grammar check, electronic thesaurus, and cut/copy/paste.	7.9a		
	Understand and use the SOL scoring rubrics to assess peer and own writing.	7.8b-g		
	Understand and use elements of technical writing, such as structure, technical language, denotative/explicit language, and specific organizational patterns.	7.8a-h		
	Use word processing technology available in classroom, lab, or media center.	7.8h, 7.9, 7.10a-c		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Practice adding elaboration to flat paragraphs ▪ Use checklists for peer, self, and teacher editing ▪ Revise and edit using color revision and checklists with attention to voice, tone, elaboration of information and clarification of meaning ▪ Revise sentences to increase variety particularly with embedding clauses and phrases and adding vivid and precise vocabulary 	

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Edit by focusing on the elimination of problems with homophones, pronoun antecedent agreement, and subject verb agreement while building toward error free papers ▪ Use word processor for drafting, revision, and editing ▪ Imitate published authors ▪ Practice technical writing such as accident reports, instructions, memos, directions, recommendations, and comparisons 	

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Use practice sets in <i>NCS Mentor</i> and imitate papers with score points three and four 	

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Research Students should acquire independence with the library media center and its technology. They should be instructed in the organization of a research project and learn to document sources.	Students are expected to:	7.10a	<ul style="list-style-type: none"> ▪ Apply the use of the resources used in prior grade levels ▪ Electronic Scavenger Hunt ▪ Use electronic database ▪ Create a works cited page ▪ Create a mini-research paper or project using a variety of sources with attention to citing sources correctly 	“PWC Research Writing Handbook” found in <i>NCS Mentor for Virginia</i>
	Use research tools, such as: electronic databases, reference books, scholarly journals, popular magazines, and the Internet.			
	Use a thesaurus effectively.	7.10b		
	Organize information with the aid of graphic organizers, such as file cards, outlines, flow charts, and Venn diagrams.	7.10c		
	Credit references, using standard formats such as APA and MLA.	7.10d		
	Create a list of works cited to accompany their oral and written presentations.	7.10d		